Cooperative Learning for Deeper Engagement: Implementing the Jigsaw Method to Improve Student Responses on Padlet

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**Abstract**

This paper addresses an instructional dilemma in the *BMO3418 Transport Logistics Management* unit at Victoria University Sunway, specifically focusing on ***increasing the quality of student responses to discussion questions posted on Padlet.*** Despite Padlet being used as a tool to engage students, surface-level answers have been a persistent issue, especially among students who are unresponsive or unsure about their understanding. This study explores the effectiveness of incorporating the **Jigsaw activity**, a cooperative learning strategy, as an intervention to improve the depth of student engagement and responses. The research employs pre and post intervention surveys, along with peer observations, to assess the impact of this activity. Results indicate that the Jigsaw activity enhances student understanding of the material, boosts confidence, and leads to more thoughtful and comprehensive responses on Padlet. Feedback from peer observations suggests that while the Jigsaw method effectively addresses the dilemma, there are areas for further improvement, including providing more personalized feedback and clearer instructions. The findings highlight the potential of cooperative learning techniques in fostering deeper cognitive engagement and improving the quality of student participation in online platforms like Padlet.

Keywords: Jigsaw active, Padlet, cooperative learning, deep learning, class engagement.